



# Erasmus+

## Inclusion und Diversity

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# **GUIDELINES FOR ERASMUS+ COORDINATORS ON 'INCLUSION' IN ERASMUS+ PROJECTS**

LTA Social Inclusion in Higher Education.  
Subgroup: Briding Erasmus+ Key Actions

# INTRODUCTION

‘Inclusion and diversity’ is one of the horizontal priorities within the Erasmus+ Programme:

*Overall, the Erasmus+ Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal. When designing their projects and activities, organisations should have an inclusive approach, making them accessible to a diverse range of participants (Programme Guide p.7-8, 2023).*

But how does one ensure inclusion within their Erasmus+ project or when planning a project? These guidelines<sup>1</sup> are intended to help you navigate this important topic. This document will provide you with questions to ask yourself in order to become aware of inclusion or to create inclusion within your KA2 project. These questions are not about ‘the how’ but will help to reflect in an easy way on the state of affairs of your project, from application phase to the end of your project.

You could write an application related to this horizontal priority. Hence, the project content would be all about inclusion. This set of questions, however, is not per se related to the project content. Regardless of what the project is about, these questions could be used by all KA2 projects to make their projects more inclusive and diverse.

These guidelines differentiate three phases in which inclusion should be taken into account and are important to look at before starting a project:

- Setting up an inclusive project
- Managing an inclusive project
- Following up on an inclusive project

The questions are, of course, non-exhaustive and you can add to them according to your preferences. Also, you might want to look at the other outcomes of the LTA: [Long-Term Activity \(LTA\) Social Inclusion in Higher Education – Nationale Agentur für Erasmus+ Hochschulzusammenarbeit - DAAD](#)

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<sup>1</sup> These guidelines are the results of the Erasmus+ Longterm Activity ‘Erasmus+ Inclusion and Diversity’ that was done from 2021-2024 by 12 National Agencies.

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# 1 SETTING UP AN INCLUSIVE PROJECT

## 1.1 DEFINING INCLUSION

The Programme Guide 2024 defines participants with fewer opportunities as follows:

*People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme (Programme Guide p.455, 2024).*

The above definition of participants with fewer opportunities makes it clear how important it is to be coherent when talking about inclusion terminology. However, the Programme Guide does not define all inclusion related terms. Therefore, you could consider the following questions related to inclusion and diversity:

- How do you define inclusion?
- How do you define diversity?
- Is the terminology used in your project application inclusive?
- Which target groups do you want to address and how do you define your target groups?
- Do you have a resource person/ have set up a committee who could counsel your team on inclusion questions/how to deal with participants with fewer opportunities?

## 1.2 SEARCHING FOR PARTNERS

Already before applying, while looking for consortium partners who might be interested in joining an Erasmus+ project, it is important to think about inclusion.

- Is it important that your partnership is diverse?
- In what sense/on what dimensions does it has to be diverse?
- Who do you want to include in your consortium?
- To what extent is your project including participants with fewer opportunities?
- Do you include any newcomers to the action?
- What is the geographical reach of your consortium?
- Have you considered all partners' willingness and commitment to fostering inclusivity within the project?
- Via which networks are you reaching out to possible partners?

## SETTING UP AN INCLUSIVE PROJECT

- Are there specific organisations, individuals or supporting departments within your network who have expertise in promoting inclusivity and can serve as mentors or advisors

### 1.3 WRITING A PARTNERSHIP AGREEMENT

Though not obligatory in all countries, it is always recommended to write a partnership agreement (also known as: consortium agreement). A partnership agreement aims “*at defining the rights and obligation of each consortium member and settling issues that might hamper the smooth and seamless cooperation of the partners for the different parts of the project*” (Source: Handbook on Lump Sum Funding Model Call 2023).

- Are all partners equally involved? Are tasks clearly divided?
- Are there any differences within your consortium in the way people communicate?
- Have you made any agreements regarding communication?
- Are the means of communication clear for everyone?
- In case there are some conflicts, who can one turn to?
- Have you thought about writing a code of conduct? Or are similar values and rules outlined in the consortium agreement?
- Will the consortium agreement be evaluated during the project?
- How will you ensure that the consortium agreement reflects the principles of inclusivity and diversity, promoting equal opportunities for all participants?
- What ethical considerations should be taken into account when working with people with fewer opportunities?

## 2 MANAGING AN INCLUSIVE PROJECT

### 2.1 MANAGING YOUR PROJECT

Good inclusive project management is key for a successful project. The overall value of a project increases when working in diverse and inclusive teams. The added value of Erasmus+ is the international aspect of cooperation, which makes the consortium diverse in the sense that different people work together from different national or cultural perspectives but does not by default mean that the cooperation is inclusive. Therefore, you might want to consider the following questions:

- How do you make sure every team member feels like a full-fledged member of the team?
- How do you ensure that your meetings are a 'safe space' for every partner?
- Is there a code of conduct for meetings? And is this clear for all members?
- How do you ensure equitable participation in decision-making processes within your project?
- Are the partner meetings accessible for everyone?
- Have you considered the accessibility of project-related software, tools, or platforms used for collaboration to ensure they are of use for all team members?
- Are there clear procedures for handling confidential information in a way that respects privacy and inclusivity for all involved parties?
- Have you established a feedback mechanism for team members to express concerns or suggestions related the project?
- Have you thought about potential obstacles, such as (academic) language barriers, and how to overcome them?
- Do you evaluate your partner meetings?

### 2.2 ORGANISING ACTIVITIES

Activities often involve more participants than only the partners working on the project, for example: learners, teachers, and staff. In that sense, these activities are different than the partner meetings and therefore, it is important to think about inclusion opportunities specifically within activities.

- Who do you invite to your activities? Why are these people invited?
- How do you ensure that your activities are a 'safe space' for every participant?
- Is it clear how to communicate during the activity?
- Are the activities accessible for everyone? Including participants with fewer opportunities?

## MANAGING AN INCLUSIVE PROJECT

- How do you adapt activities to cater to the diverse needs and preferences of participants to ensure inclusivity?
- Have you thought about potential obstacles, such as (academic) language barriers, and how to overcome them?
- Have you implemented a feedback system to evaluate the inclusivity of your activities?
- Do you evaluate your activities?

### 2.3 WORKING ON PROJECT RESULTS

As mentioned in the introduction 'Inclusion and diversity in all fields of education, training, youth and sport' is one of the horizontal priorities (Programme Guide Call 2024). Even if your project results do not address this specific priority, it is important to consider inclusion while developing your project results.

- Have you developed project results in an inclusive way?
- How have you established inclusive project results?
- Are all partners' points of view taken into account?
- Have you considered the accessibility of project-related materials and information for individuals with disabilities or other accessibility needs and in formats for all abilities such as audio, visual, and easy-to-read versions, to cater to people with disabilities or different learning preferences?
- Have you ensured open access to results?
- How will you adapt your project to changes in the needs of people with fewer opportunities?
- How will the project build the capacity of people with fewer opportunities?



## 3 FOLLOWING UP ON AN INCLUSIVE PROJECT

### 3.1 REALISING IMPACT

What is the impact you want to realise with regards to inclusion and diversity? And who is actually impacted by your project results? These are questions you should ask yourself in the earliest stage while brainstorming about a project idea but also check if you were successful to do so at the end of the project.

- To what extent are people with fewer opportunities impacted by your project results?
- Do you make an extra effort to impact people with fewer opportunities?
- How will you measure the impact of the project on people with fewer opportunities?
- How will you evaluate the impact of your project on people with fewer opportunities?
- How are others impacted by your project results? Also, unintendedly impacted?
- Are the project results easy to use?
- How can we ensure the sustainability of the inclusion actions after the end of the project? Are there mechanisms in place to continue supporting the target groups?

A self-assessment tool about Impact in the broader sense could be found here: [Impacttool Partnerships | Erasmus+ \(erasmusplus.nl\)](#)

### 3.2 DISSEMINATING PROJECT RESULTS

All projects are encouraged to share their project results. Some projects dedicate a work package to dissemination, others make it an integral part of every work package. Also, in this respect you should consider inclusion and diversity.

- To whom do you disseminate your project results? Do you consider all possible diverse target groups?
- Were the target groups able to access and benefit from the results?
- Are your project results easily accessible and barrier-free? For whom?
- Is the language used understandable for everyone?
- Will you disseminate the project results in different languages?
- Will you disseminate your results locally and internationally?
- Have you thought about the ways you will disseminate the results to reach a diverse audience?

## FOLLOWING UP ON AN INCLUSIVE PROJECT

- Have the results had a lasting impact beyond the project? Are the tools, methods or practices developed being used by other actors to promote inclusion?

### 3.3 THINKING ABOUT FUTURE POSSIBILITIES

The project's desirable impact often becomes visible only after the projects' duration. In order to use this full impact, it is worthwhile to consider the following questions when planning new inclusive projects.

- Have you considered an inclusive sustainable approach after the project's finalisation?
- What follow-up actions could be put in place to ensure that the positive impacts continue? Is there a post-project monitoring plan?
- What specific indicators of inclusion should we develop for the future project? How can we measure them more accurately and meaningfully?
- How can we incorporate more effective monitoring mechanisms to assess inclusion during the course of the project? Should we consider more frequent interim evaluations or checkpoints?
- Who to include in a follow-up project? What could be synergies with other educational fields to reach more diversity?

## 4 Imprint

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Sales tax number: DE122276332

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The DAAD is an association of German universities and their student bodies. It is institutionally funded by the German Federal Foreign Office.

Erasmus+ National Agency Higher Education  
Erasmus+ Key Action 2: Partnerships and  
Cooperation Projects  
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### Design

DITHO Design GmbH, Köln

Published as a digital publication on the internet  
1st Version, September 2024  
© DAAD



Co-funded by  
the European Union

SPONSORED BY THE



Federal Ministry  
of Education  
and Research